

Teacher Copy: Assessment for Independent Reading Levels
Levels L-Z (Fiction/Narrative)

Reader's Name _____ Grade _____ Date _____
 Excerpt from *The Moves Make the Man*, by Bruce Brooks, pp. 11-12
 Level Z 323 words

Independent Level: Yes No
 Accuracy Rate: _____

Book Introduction: (Say this to the reader before he or she begins the student copy of the text)
 "Jerome Foxworthy, the narrator of this story, is a thirteen year old African American boy who loves basketball. Please read aloud the first section. When you get to the line, you may read the rest silently. When you're finished reading, I'll ask you to retell what you read."

- During & after the running record, you may make these observations & notes to inform instruction**
- Responds to punctuation by changing his/her voice
 - Self corrects before asking for help
 - Pauses while reading to think
 - Flexible word-solver
 - Reads in phrases rather than word by word
 - Miscues make sense
 - Miscues fit the syntax or structure of the sentence
 - Miscues look similar to words in the text

Running Record: For the first 100 words, record the reader's miscues (or errors) above the word as he or she reads. Later, you may or may not code them, using miscue analysis (MSV). Stop when the child has made five miscues and go back to the previous level.

It never really gets cold in the winter here in Wilmington (North Carolina, there's one in Delaware, too) because we are in the South and also we get that Gulf Stream sending in that old warm wind to shore (I have all A's in geography and science too). I do like it when you have to sleep under the weight of blankets and outside you see frost in the shade and everything that has an odor you can smell very clearly, and nothing smells bad.

Most of all, though, I like basketball. In the winter, basketball is the game.

Everybody (**100 words**) is thinking hoops.

**** (Reader may continue silently from this point on) ****

Playing hoops too, all over the place – you can get a game anywhere, one on one, three on three half court, five on five full. Indoors, outdoors. Some games split up in the middle and move in or out, if one team shoots better in the breeze. For gym class, you are walking down the hall to get there and from five hundred feet away

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More observations & notes to inform instruction:

you can feel it in the bottoms of your feet rumbling through the floors: bammata bammata bammata bam, twenty dudes dribbling those balls on that old gymnasium wood, baby. Nothing anywhere but **(200 words)** the main game of basketball mattering the most. That's winter.

But summer changes it all. Summer comes, and people get all easy and slowed and they nod all the time and smile instead of talking fast like they do in winter. But worst of all, once school lets out, all anybody wants to play is baseball. Baseball! Bunch of dudes in knee pants standing up straight and watching each other do very little. Here, Sir, I am throwing this sphere at you. Thank you, Sir, I believe I shall bop it with this stick. Well struck, Sir, and here it **(300 words)** comes; I shall endeavor to catch it with my big fat glove that looks like I got a disease. What a tea party. **(323 words)**

Total miscues including self corrected: _____

Self-Corrections _____

Miscues reader did not self-correct: _____

Accuracy Rate: Circle the number of miscues the reader did not self correct.

100%	99%	98%	97%	96%
0 miscues	1 miscue	2 miscues	3 miscues	4 miscues

96%-100% accuracy is necessary to determine the reader's independent reading level. Try another text if the reader made 5 or more miscues.

** If the child makes the same miscue repeatedly, count it as one miscue.*

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Literal and Inferential Retelling

Say, "In writing, retell the important parts of what you just read and answer the four questions. You may look back at the text if you need to." The reader will write the retelling and answers to Part 1 on the student copy. You may assess the reader's comprehension when finished. If the reader has difficulty writing the retelling or the answers to Part 1, you may complete any or all of this section orally.

Optional: Say, "Retell the important parts of what you just read." Write notes regarding the student's retelling in this box and on the back of this page. If the reader has trouble getting started, prompt him/her to look at the text. Say, "What happened first?" Make a note that you prompted their retelling.

Comprehension Questions Section:

The reader will answer these four questions on the student copy, along with the written retelling.

Optional: Listen to the reader's retelling for the following information and take note of the reader's answers, based on the retelling. If the retelling did not already contain the following information, ask the reader the remaining questions and take note of the answers.

1. *Literal Question:* What are some things Jerome likes about winter in North Carolina?

2. *Literal Question:* What happens when summer comes in North Carolina?

3. *Inferential Question:* How does Jerome's tone change when he talks about baseball?

4. *Inferential Question:* What do you think Jerome means when he says, "What a tea party?"

The reader must answer at least three of these questions to determine if this is the child's independent reading level. Try another text if the child could not answer at least three of these questions.

Final Score

- Yes No Was the reader's accuracy rate at least 96%?**
Yes No Did the reader read with fluency?
Yes No Did the reader answer at least three comprehension questions in the Comprehension Questions Section correctly?
Yes No Did the retelling express the important things that happened in the text?

If the answer is "Yes" to all four questions, this is the child's independent reading level.

* Continue trying more difficult texts until you have found the child's highest independent level. *